



The cultivation of students' time sequence thinking in history teaching in senior high school is mainly based on the strengthening lesson of monarchy in Ming and Qing Dynasties

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Abstract: Timing is important in the history teaching of thinking, teaching thinking is the basis of studying history, in the teaching course and college entrance examination requirements can be seen that trains the student to the sequential thinking significance, therefore, how to cultivate high school history teaching of middle school students of sequential thinking and history teaching, an important problem of teachers in the daily teaching should guide students to establish a correct concept of sequential thinking, through the teaching means to infiltrate the sequential thinking in students' daily behavior

Keywords: sequential thinking, high school history, teaching method, training program

1. historical time series thinking

"Timing" the time of order, the order of the season, the so-called historical sequence thinking "history of time", is the most important historical time-series thinking refers to the use of machinery, measurable measure "the basis of the concept of time, use time, on the basis of the historical events set up architecture of time sequence, in this architecture understand related to things, understanding the causal relationship between history and understand the problem such as the continuation of history and change of personality, behavior and mentality "[1]horse agency sequential thinking ability in the this paper summarized into three types: the meaning of "a history is students should master the basic learning skills, understand the concept of calendar time and common sense: the second is according to the time of the longitudinal characteristic understanding history, namely diachronic; The third is to understand history according to the horizontal characteristics of time, namely synchronic." [2] In short, in the history discipline, time series thinking is the starting point of learning and teaching, and also the clue connecting the whole history teaching.

The ability of temporal thinking plays a very important role in history teaching and can run through the whole process of history teaching. "Thinking chronologically is at the heart of historical reasoning. Without a strong sense of chronology, it is impossible for students to examine the connections between historical events and explain historical causality. Chronological order provides the intellectual underpinning for the organization of historical thought." in the history teaching, whether people or things or ideas, all need to put it in the history of a particular time to view and analysis to better understand the thing that has happened before, otherwise, the whole learning will become chaotic. In addition, teaching also needs to follow a certain time sequence thinking, time sequence thinking can make us better understand and understand "what we need to do" and "why we do it". History is interconnected. As the saying goes, "taking history as a mirror, we can know the rise and fall". Therefore, the ability of temporal thinking plays an important role in history teaching.

2.the necessity of time series thinking cultivation in history teaching for senior high school students

Everything in the world is interrelated. According to the curriculum objectives and requirements of the History Curriculum Standard for General Senior High School (People's Education Edition), senior high school students should "know that specific historical events are related to specific time and space; Know the various ways of dividing historical time and space and be able to use these ways to describe the past; It can construct the interrelation among historical events, historical figures and historical phenomena according to the time sequence and spatial elements. It can give a reasonable explanation to historical events in different time and space frames. When we understand the real society, we can put the object we know into the specific space-time conditions for investigation." And "to know that historical materials are the bridge leading to the understanding of history, to understand the various types of historical materials, to master the ways and methods of collecting historical materials; Through the discrimination and analysis of historical materials and the cognition of the author's intention of historical materials, the author can judge the authenticity and value of historical materials, and enhance the positive awareness in this process; Can extract effective information from historical materials, as the reliable evidence of historical narrative, and put forward their own historical understanding accordingly; Able to deal with historical and current issues in a positive spirit." And put forward in the five core disciplines literacy "time-space" and "historical explanation" these two concepts are reflected in history teaching on sequential thinking of horizontal and vertical aspects of the standard requirements, any historical things are in particular, the specific time and space, under the condition of only using sequential thinking, in the specific time and space by using historical data included in the statement of the subjective basis and historical textual research on the observation and analysis on the basis of the material.[3] A more accurate answer can be obtained only by textual research and research from various aspects, and the causal relationship between events can be obtained through historical investigation.

3.How to cultivate students' temporal thinking in history teaching

(1) Set temporal thinking as the specific goal of the teaching content

"The objectives of the development programme, the curriculum objectives and the classroom objectives. The first category is the development programme involving a grade or a subject area; The second category mainly refers to the teaching requirements achieved by a course, or the knowledge system that students must master or the skills, strategies and methods formed; The third category is the teaching objectives of a class or project, which aim to give the student specific knowledge and experience.[4]"the history curriculum standard test specifications set many goals for history teaching, and teachers in the actual operation requirements can be formulated into the above three types of teachers in the teaching to develop the third goal, time-series thinking as one of the specific objectives, clear sequential thinking training for specific content, timing thinking will carry out the teaching contents, penetrating the students to learn history. Taking the autocratic monarchy in the Ming and Qing Dynasties as an example, it is clear that the strengthening of autocratic monarchy is under the historical background that "China's feudal society has entered the late stage, the ruling class is more corrupt, and the social contradictions are more acute". Only under such a general environment background can we understand the causal connection generated by this phenomenon. "The concrete chronological telling of history is determined by the concreteness of historical knowledge. The performance of this feature in teaching is: for each historical event and each historical figure, it is necessary to explain clearly its origin and effect and give an evaluation: explain clearly the time and space in which historical events and historical figures exist and act, and analyze their mutual relations, so as to help students establish the concept of time and space. as a result, teachers in preparation for the course, you should put in the curriculum demands further understanding, to incorporate the sequential thinking into classroom teaching target, and puts forward the feasible methodology requirements, so that the teaching goal is more practical and to achieve the goal of sequential thinking ability training requirements. In addition, teachers should pay attention to the combination of basic knowledge and ability cultivation. After the reform of Zhejiang College

Entrance Examination, the requirements of ability cultivation have been strengthened in the curriculum standards of our country. The mastery of basic knowledge only lets students know what happened in history, but to truly understand the nature of history, explore the laws of history, and achieve the purpose of historical humanistic education, we need to master the ability of time series thinking. Therefore, basic knowledge and ability cultivation are indispensable.

(2) Design targeted teaching methods for the cultivation of temporal thinking

"Teaching method is to achieve the teaching goal and organize and guide the student to learn the ways and means adopted by the" [5] whether what kind of teaching method is to achieve the teaching purpose, so teachers in the daily teaching should choose match the teaching goal, is suitable for the teaching methods of teachers themselves and students. [6]Era in constant reform, change, however, in most of the actual process of teaching, many teachers still adopt the traditional teaching mode, still give priority to with the teacher's "teaching", the simple "teachers tell students to listen and take notes" teaching can make the history become dull, students lose interest, and a variety of factors makes it hard for new teaching methods to implement. In the process of teaching, teachers who want to break through this dilemma need to choose targeted teaching methods that are conducive to the cultivation of temporal thinking ability.[7] For simple time series thinking knowledge, such as the memory of time axis and various important events, teachers can take the way of drawing time axis or event frame together with students in class, instead of simply drawing a key point. In addition, in view of the time-series method of cultivating the ability of thinking and role play, video, and so on. " will herself in historical context of age to understand features of the events and emotions" teachers themselves can read some history books, historians study about the experience of the sequential thinking ability training. If conditions are available, teachers can provide students with some historical objects or models, visit historical museums, historical sites, carry out knowledge contests on historical themes, etc.[8] These activities can not only arouse students' enthusiasm, but also improve students' temporal thinking ability in an imperceptible way. When selecting teaching methods, teachers can choose teaching methods and arrange teaching activities according to the requirements of the cultivation of temporal thinking ability put forward in the Course Teaching Objectives and the examination instructions.[9] In this new type of activity teaching process, students will take the initiative to experience some historical time, their own experience, heard with their own ears, will have a more empathic understanding than the simple book text, in the most real historical space and time to experience the causes and consequences of history, history linking the past and the future. This also achieves the purpose of cultivating the students' temporal thinking ability.

4. Conclusion

"Time really becomes the existence form of history, and history is generated and continued in time, which is the general itinerary of human civilization." [10]The occurrence and development of history are always inseparable with the change and development of time, and time sequence is also the most important link clue for the development of human civilization, so history teaching and learning cannot do without time sequence thinking. In high school teaching, teachers should cultivate students' thinking of time sequence, which is required by the curriculum standard as well as the requirement of learning history. Therefore, in high school teaching, teachers should take the cultivation of time series thinking as a specific and executable goal of teaching in daily teaching, and design targeted methods for the cultivation of time series thinking

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